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ABSTRACT

This learning guide is designed to connect personal, family, and job responsibilities for adults and out-of-school youth in economically depressed areas of the state (including transitional ex-offenders and corrections populations) so that these individuals learn to manage and balance these aspects of their lives in order to prepare for or continue successful employment. This learning guide contains four competency units that provide information on managing home and work responsibilities. The competency units cover the following topics: (1) identifying problems in managing home and work life; (2) discussing values and goals in terms of adjusting expectations, redefining roles, and sharing responsibilities; (3) applying work simplification techniques and time management strategies in the performance of household tasks; and (4) describing techniques for reducing stress. Each competency unit consists of learner outcomes, key ideas, definitions, teaching strategies and methods, and suggested learning activities. Thirty-one supplements include information and activity sheets on the following: work and family conflicts; decision making; problem solving; activities with children; guilt; interpersonal communication; listening skills; values and goals; role-sharing strategies; conflict adjustment; fathering roles; sharing housework; home responsibilities for children of various ages; adjusting standards; organizational skills; time-consciousness; time management; wasting time; and stress management. A bibliography lists 25 references. The Illinois goals for world-class education for the 21st century also are included. (KC)

ED 388 818

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Managing Home and Work Responsibilities

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General Guidelines/Checklist for Users

The terms "facilitator" and "learner" are used throughout to describe the instructor and participants.

STRATEGIES (for facilitators) and ACTIVITIES (for learners) as stated in the guide, are not always parallel as to numbering system.

Facilitators need to find out where learners are with each of the competencies. For example, if working with a group who have been in a Family Living or Stress Management course, the facilitator may choose not to do all the competencies. If working with a JTPA client, for example, it might be necessary to cover all competencies.

Key to Symbols - The following symbols are used throughout the guides to designate enhancement activities:

- related basic skills, giving particular attention to language arts and mathematics
- related decision-making and problem-solving skills, including the application and transferability of these skills to personal, family, and work responsibilities to be demonstrated
- enrichment activities according to learner abilities and experiences
- interrelationship of concepts to personal, family and work
- influence of technology on the subject matter, application of knowledge, and related work
- pre- and/or posttest assessment activities

Before addressing any of the competencies, the facilitator should check in advance to see what materials or preparations are needed for the competency as numbered.

Competency #1 - Identify problems in managing home and work life.

_____Find out who the participants are and their background experiences. This information will help facilitator determine appropriateness of content and activities.

_____Duplicate Supplement 1 and cut out the name tag figure for all learners of the group.

_____Duplicate Supplement 2 to encourage decision-making skills. (Method 6)

_____Duplicate Supplement 3 to use as a handout for Method 8.

_____Duplicate Supplement 4 if using in Method 9 related to quality time activities.

_____Duplicate Supplements 5 and 6 as a transparency or handout for discussing guilt feelings.

_____Duplicate Supplements 7, 8, and 9 as needed for activities related to communication skills.

Competency #2 - Discuss values and goals in terms of adjusting expectations, redefining roles, and sharing responsibilities.

_____Supply a pillow or ball to use in Method 1.

_____Duplicate Supplement 10 related to values and goals for Methods 4 and 6 and Activities 3 and 4.

_____Duplicate Supplement 11 if using Method 7.

_____Duplicate Supplement 12 to help learners practice conflict management.

_____Decide on type of media facilitator will need when using an episode of Home Improvement for Method 8.

_____Have 3" x 5" cards available for Strategy 9.

_____Duplicate Supplement 13 for Activity 6.

_____The facilitator may choose to invite a panel of employed persons that represents different ages and occupations. Ask learners to be prepared to ask questions mentioned in Activity 2.

Competency #3 - Apply work simplification techniques and time management strategies in the performance of household tasks.

_____The facilitator will need to make arrangements for a panel of employed or unemployed couples to share their management techniques in Method 1.

_____Depending upon the learner group, a panel of mates will need to be invited to discuss how they support their partners in managing work and family roles. (Method 2)

_____Prepare a transparency for Supplement 14, Method 3.

_____Duplicate Supplement 15 twice to use as a pre- and posttest supplement. (Activities 1 and 10)

_____Duplicate Supplement 16 as needed in Method 4 for discussing strategies to get partners to do more.

_____Duplicate Supplement 17 as needed to discuss appropriate responsibilities for children.

_____Duplicate Supplement 18 for Activity 2.

_____Duplicate Supplements 19 and 20 to help with organizational strategies. Use for Method 8 and Activity 3.

_____Duplicate Supplements 21, 22, 23, 24, 25, and 26 as needed related to management strategies to help balance time.

_____Duplicate Supplement 27 if to be used as a certificate of accomplishment by the facilitator. It may be altered if necessary.

Competency #4 - Describe techniques for reducing stress.

_____The facilitator will need to gather the items listed in Method 1 before meeting with the learners.

_____Duplicate Supplement 28 for Method 4.

_____The facilitator will need to gather items listed for a "Stress Band-Aid Box" for Method 7.

_____Have 3" x 5" cards available for Method 8.

_____Duplicate Supplement 29 for Activity 2.

_____Duplicate Supplement 30 for strategies for coping with stress. Use with Activity 4.

_____Duplicate Supplement 31 for learners to check their potential job stress.

Introduction

Demands made on employed people's time and energy outside the home affect self-concepts and the character of relationships within the family. Many times women working outside the home try to keep the major responsibility for homemaking and childbearing as well. However, it is becoming increasingly difficult for both men and women to follow the traditional male-female role patterns that evolved when women were not working outside the home. In learning to manage the work-family lifestyle, one needs an understanding of multiple roles (caregiver, employee, spouse, parent and/or student). Roles are influenced by two factors: the demands, expectations, responsibilities and pressures that other people impose; and one's own perceptions of what ought to be done to fulfill that role.

Together, these factors influence how people actually act as they carry out that role. The building blocks of roles are the actual behaviors, tasks, activities, and responsibilities that are performed. Each role may include many bits of behavior all of which many people believe they are obligated to perform.

Over the years, some roles or tasks may have been allotted exclusively to males and some to females. An example of this is the traditional view of the sex role of men as breadwinners, doing work away from home and doing the "outside chores" at home, while women take on most of the child-rearing responsibilities and work inside the home. Today's couples and single working parents are likely to feel "role overload" with the increase in tasks associated with taking on more roles and responsibilities that depart from traditional view.

Readjustment in traditional roles is resulting in a good deal of domestic stress. Both men and women are experiencing "role expansion" (taking on more roles and sharing roles while continuing in old roles) as well as "role overload" (too many roles and related responsibilities). Stress is bound to occur as more fathers and partners share the responsibility for household chores and child care and as more mothers add part-time or full-time jobs outside the home. As some couples try out new ways to handle work and family responsibilities, they discover that deviation from traditional roles may be personally uncomfortable and may result in criticism and pressure from those close to them.

Learning to adjust is not easy. Re-allocation of tasks is likely to be most successful when each partner discovers and uses his or her strengths and interests. Even when the partner is willing to take on jobs formerly done by the other partner, communication and mutual support are needed.

Each employed person must learn to balance the needs and responsibilities in his or her roles as an individual (ME); as a family member or in significant relationships (WE); and as an employee, or employer, or both (THEY). Each area may be competing with the others for one's time and energy.

Working through role issues and doing more role sharing has had positive results in family life that in turn has had a positive impact on work performance. Role sharing and role change issues affect children who are often encouraged or expected to share in household and personal responsibilities that were once carried out by a parent.

Whatever stage or situation families are in with regard to the roles and the tasks that go with those roles, coping strategies are needed. These include ways of handling conflict and frustration, ways to encourage communication and change, establishing priorities, reevaluating standards, and changing one's expectations of oneself and others.

Identify Problems in Managing Home and Work Life.

Learner Outcomes

- List common problems associated with balancing work and family.
- Identify problems faced by single parents.
- Become aware of the problem of role conflict.
- Develop and use techniques to reduce guilt.
- Recognize the importance of skillful communications to home and work relationships.

Definitions

role overload	- too many roles and related responsibilities
role conflict	- an imbalance between the responsibilities of work and family life
guilt	- feelings of blame for something that has happened
quality time	- concentrated, uninterrupted time to spend with children, spouse, and friends
communication	- a two-part process (sending and receiving) to exchange information and feelings

Key Ideas

Balancing home and career is the greatest juggling act of all. It requires practice, concentration, and a great deal of self-confidence.

According to statistics, 27% of all U.S. families with children are headed by a single parent. That is an estimated 12 million children (Bureau of the Census, 1989).

As heads of household, single parents must manage alone, making major decisions for the family's well-being. Single parents need to identify and acknowledge sources of support, and must help all family members learn how to take care of themselves and one another.

Conflicts that arise between the work and family domain roles can be classified either as role overload or as role conflict. When an individual is actively engaged in work and family roles, the role expectations of both can lead to an increase in overall work load and to a feeling of overload. Role overload is one of the common sources of conflict between work and family life. Facing and resolving problems and conflicts can be done through the problem-solving process.

Guilt, a powerful emotion, can have either a positive or negative effect on one's life. It can be self-inflicted or imposed by others.

Mothers tend to experience guilt because of lack of time spent with children, lack of time and energy to devote to jobs, or because tasks at home do not run as smoothly as they would like.

Communication is the way people share what is meaningful in their lives with others. Families and coworkers have within their reach the ability to build up or tear down relationships.

The communication process involves receiving verbal and nonverbal messages, effective listening skills, asking for feedback, and an overall willingness to communicate.

Effective family communication is a way to approach family goals. While not a cure-all for conflicts between work and family, it is a necessary foundation from which to approach the tensions and conflicts.

Quality Time

Quality time can be a time for open listening, "taking in" the other person, trying to understand the other's point of view. Quality time does not have to be a regular, perfect time with a family member and co-worker. Wonderful moments can happen with family members and coworkers whether or not there is a "quality time" slot. Having more realistic expectations about quality time can help reduce guilt and pressures.

- Quality time doesn't mean one has to devote oneself exclusively to one's child, spouse, or friend.
- Quality time doesn't mean that one should not discipline or set limits.
- Quality time doesn't have to have an agenda, plan, or special activity connected to it.
- Quality time doesn't have to be problem-free.
- Quality time doesn't have to be one-on-one.
- Quality time doesn't have to be provided only by parents.

Dealing with Parental Guilt

Although one cannot remove guilt from life, it can be eased. Make a child feel good about the decision to work or not to work by doing the following:

1. Explaining the decision to him or her in a way that can be understood.
2. Taking a child to one's place of employment. If he or she sees pictures of him- or herself at your office or his or her drawings on the wall, it will make him or her feel more a part of this aspect of the parent's life.
3. Letting a child know that one enjoys work. Some parents make the mistake of acting like they do not enjoy their jobs to make themselves feel less guilty.
4. Taking good care of oneself.
5. Determining what parts of life are the most important, and give them prime time.

Strategies/Methods

1. As an opening activity, the facilitator might select one person (male or female) to stand alone in the middle of the room; this person is the **worker** (If learners appear uncomfortable, a doll could be used as a model.) Another person of the opposite sex from the worker takes the right hand of the worker; this is the **spouse**. Another person (either sex) takes the left hand of the worker; this is the first born child. The second born child grasps the worker around the waist from the front with both arms. Another person grasps the worker from the back with both arms; this is a parent of worker. To involve more people, two more people can each grab a leg of worker. After group is assembled, have everyone pull gently and slowly, but firmly, toward themselves until everyone feels the pull . . . then FREEZE. The worker will begin to feel stretched, uneasy, uncomfortable, and miserable. The worker cannot stay in this position forever. Get responses from the group (audience or those in skit) as to how the worker can handle these areas of stress/being pulled in all directions at once. The facilitator should go to Activity 1 and ask learners to add to the list of responses.

2. The facilitator might duplicate and cut out the name tag figure in Supplement 1 before doing Activity 2. Distribute to each learner and explain that the name tag lists questions to answer concerning work and family.

   Note: The facilitator will need to determine appropriateness of all statements and adjust accordingly.

3. Generate a list of common problems learners may have experienced or expect to experience in managing home and work life. Emphasize that all people have problems associated with managing work and home responsibilities.

4. The facilitator might ask the learners how their job and family life roles interfere with each other (e.g., time, parenting concerns, schedules, priorities). Emphasize that role conflict is common in most families.

5. The facilitator may give examples of conflicts (such as scheduling problems between work and home life). Stress to the learners that role overload is one of the common sources of conflict between work and family life. Suggest to learners that they can resolve their problems and conflicts by following problem-solving steps. Activity 7 and Supplement 7 can help learners identify the problem and methods to resolve the conflict.

6. All parents may at times doubt their abilities as a parent and fear they will do the "wrong thing." Parents must learn to trust themselves and develop good decision-making strategies. Have learners identify a challenge in their life that calls for a decision. Use Supplement 2, "Decision-Making Guide," for learners to write the challenge across the line provided. In the space provided, list the advantages of making a "yes" decision. In the right space, list the disadvantages. Review the list and include any other information that will help the learners reach a decision. After writing a decision on the bottom line, have group sharing and discussing if appropriate.

7. Single parents need to recognize that others can be a support system that will lessen the feelings of isolation. The facilitator might suggest ways to help single parents strengthen their family unit. Examples might include the following:

   - Involving family in activities that would make them feel part of a larger community (e.g., local library offers story hour; community centers sponsor trips and activities for the family; churches help families get involved together).

   - Establish rituals and routines to strengthen the family unit (family prayers, family meeting once a week to talk over issues). Ask learners to share some of their ideas on how to strengthen their families.

8. Preparing children to face future challenges with confidence is important for parents to recognize. Discuss with learners the importance of encouraging self-sufficiency in children. Share Supplement 3, "Problem Solving To Increase Self-Sufficiency" with learners and ask them to brainstorm how to solve the situation.

9. The facilitator can use Supplement 4, "Activities with Children," as a handout or transparency if learners are interested in simple quality activities.

10. Brainstorm with learners various parenting concerns/conflicts which exist when parent(s) work. Examples may include the following:

    - time spent with family
    - rearrangement of time, money, and energy
    - how jobs are shared in the home
    - quality time
    - feelings of guilt

    Refer to "Key Ideas" from pages 8-9.

11. The facilitator may wish to assess if learners have experienced feelings of guilt about working, going to school, and/or not spending a lot of time with their family. Questions may be

    - Who is blamed when children or family members have problems?
    - Does your mother/mother-in-law, husband, children, or society make you feel guilty?

12. Using Supplement 5, "Things To Keep in Mind About Managing Guilt," the facilitator may help learners recognize that there are some choices for managing guilt feelings.

13. The facilitator may share Supplement 6, "Negative Effects of Guilt," with learners to discuss problems guilt can impose. Ask learners if they can relate to any of the problems.

14. Discuss "Key Ideas" on dealing with parental guilt. Ask learners to share any techniques they may use.

15. If appropriate, the facilitator may discuss with learners the skills needed by children who may be left alone (latchkey children). If there is interest within the learner group, stress the importance of preparing children to react to crisis (such as fire); to organize time spent at home (such as chores and homework); to prepare nutritional snacks; and to develop positive relationships with siblings while at home.

16. The facilitator should stress that as learners juggle responsibilities of home and work (or school), communicating effectively can play an important part in helping them get what they want and need from others (e.g., home chores completed). Stress that actions with verbal communications often send mixed messages. Read the following situation:

    > You have spent the last two weeks teaching your 8-year-old son how to wash, dry, and put away the dishes. You have a major project due at work (or school) and you have been at work (or library) until 8 p.m. By the time you arrive home, Jesse is still doing the dishes. You sigh, take the towel from him and say, "I know you're trying to do a good job. I'm sorry work (or class) kept me out so late. Here, I'll finish."

    The facilitator might lead a discussion with learners by asking "What was communicated to the son about his performance, your work, and expectations from you?" As a group, write a response to Jesse that would have made this communication more positive and less guilt-ridden.

17. Write the following quotation on a piece of paper: "Listening is the shortest distance between two people." Save this for later use. Ask the learners to sit in a circle. The facilitator should start the listening chain by whispering the quotation to the first learner. The first learner will whisper the quotation to the next learner and so on. The last learner will repeat the quotation as he or she heard it. Using Supplement 9, "Commandments for Good Listening," as a transparency, discuss with the learners why the quotation did or did not end up as the quotation written on the paper.

18. Although family communication is not *the* answer to solving family problems, it can be an approach to relieve tension and conflicts. The facilitator might involve learners in group discussion by asking them to share tips they have learned with their own children/family on how to listen and communicate effectively.

Suggested Activities

1. After the facilitator has completed Method 1, have learners tell what may happen to the worker if he or she does not balance his or her life. Some responses may be as follow:

   - The worker can decide to endure until he or she gets increasingly numb and "no longer cares."
   - The worker can look at each member of the family and see the hurt/conflict each may be experiencing and feel guilty and blame him- or herself for not being able to do what he/she wants. The blame may be projected to the family for getting the worker into these circumstances. Feelings may arise that the worker is mean, unloving, and deliberately hurtful.
   - The worker may collapse (becoming sick, helpless, or die).
   - The worker may make deals and bribes he or she cannot keep. Feelings of distrust and being let down will develop in the family group.
   - The worker can yell for help or develop relationships outside the family.

2. After the facilitator has completed Method 2, have learners take the name tag and walk around the room. Try to identify another learner who has answered one of the questions the same way. An alternative activity could be for learners to form several groups and compile a list of solutions that could help learners balance work and family. Discuss findings.

3. Have learners brainstorm a list of common problems associated with managing work and family. Tally those most common to learners.

4. Have learners write a "Dear Abby" letter about a common problem associated with work and family. Learners can exchange letters and discuss possible answers for dealing with the problem.

5. Have learners list several ways a family can enjoy one another (e.g., mealtime, exercise).

6. Quality time means different things to different people. Have the learners suggest ways to make time to spend with children, spouses, and self (e.g., if children enjoy movies, plan to go once a month to a movie, or schedule a night when you bring home videos and pizza).

7. In order to recognize a problem-solving approach, have learners follow the problem-solving steps in Supplement 7, "Seven Steps to Problem Solving." Resolve the conflict given. Learners can work in groups to work through the problem. Then ask learners to identify a specific work and family problem that may be present in their life and try to follow same steps.

8. Have learners brainstorm a list of role conflicts associated with work/family (e.g., must be at work by 7:00 a.m., but Caleb, age 6, doesn't get on the bus until 7:30 a.m.). Select one of the role conflicts to role play. As a group, analyze what the problem is and discuss alternatives to handling.

9. To become a more resourceful manager and to handle the challenges of single parenting, learners need to increase the supportive relationships in their life. Have learners design a family support diagram. Have learners list their name, the names of their children, and the name(s) of any other adult who is part of their immediate family unit. Beside each person's name, write the name of at least one person associated with each family member to whom the learner could look to for support. (Support could be described as someone who gives time, money, child care, or good advice such as a babysitter and a grandmother. Keep expanding the support system until the learner no longer feels alone.)

10. Have learners develop a poster (to post in their home or around the school) of safety rules for latchkey children. Include rules on (1) home security, (2) use of the telephone, (3) emergency calls, and (4) kitchen safety.

11. Have learners complete the communication inventory in Supplement 8. Have learners make suggestions on how to improve or be more effective when communicating.

12. Have learners select someone they have trouble communicating with on a regular basis. Ask each learner to write a brief statement describing two or three ways on how he or she will try to improve communication between that person and him- or herself.

    Have learners volunteer to report to class in a week or two on how successful their attempts were to improve communication.

COMPETENCY TWO

Discuss Values and Goals in Terms of Adjusting Expectations, Redefining Roles, and Sharing Responsibilities.

Learner Outcomes

- Recognize impact personal values and goals have on family and work life.
- Relate values and goals to adjusting expectations, redefining roles, and sharing responsibility.

Definitions

value	- the relative worth, usefulness, or importance of something
goal	- something you hope to attain
adjusting expectations	- reconsidering standards or judgments
redefining roles	- changing the demands, expectations, responsibilities, and pressures identified in a role
sharing responsibilities	- balancing of work and family roles
priority	- a preferred or top rating
integrated roles	- males and females sharing both employment and homemaking roles

Key Ideas

The relationship between work and family life is made stronger by more fully understanding career/work goals and family values and goals.

Values are the things that have meaning or significance to people. Values give direction in life and help people make choices.

Values are formed by relationships and experiences with the world around us. For example, one's family, friends, community, culture, or spiritual or religious background all contribute to forming values.

Values influence the way one thinks about things and responds to people, situations, and events. Values influence our attitudes and choices about things like work, school, relationships, culture, money, war and peace, and religion.

Values guide decisions made. Choices about occupations are often based on values and abilities. The more one knows about what one believes in, the better able one is to make sound decisions.

A goal is something a person intends to get, achieve, do, reach, or accomplish sometime in the near or distant future.

When one knows what his goals are, choices in making decisions are often clearer.

Priorities are the planned choices for what order of importance are given to goals. Setting priorities is a valuable tool for managing the multiple roles of the work-family lifestyle. When priorities are based on values and goals, it is much easier to cope with what "should" and "ought" to be.

Role sharing is effective only if one first considers priorities either as an individual and/or as a family.

Standards are judgments of how well one may feel something has been done. Standards are learned and reflect one's experiences, personalities, and values. Those who are "perfectionists" will probably have the most difficulty lowering or adjusting standards.

Changing standards and expectations does not necessarily mean lowering them. An increase in standards may occur if individuals or families find that some things that are important haven't received enough attention.

Learning to renegotiate roles with family members, employers, and others can be difficult but necessary to respond to expectations.

The solution to managing multiple roles is not learning how to do it all more efficiently, but how to do less more effectively: *Work and play smarter, not harder!*

Strategies/Methods

1. The facilitator might introduce Competency Two by reviewing the many roles that people play in their everyday lives (caregiver, employee, spouse, parent, and/or student). Help learners identify the roles they play by using the following activity.

   The facilitator tosses a pillow/ball to a learner and asks them the question, "Who are you?" The learner will answer, "I am Mary, and I am a mother (or some other role that they fill in life)," and then toss the pillow/ball to someone else in the circle and say, "Who are you?" Repeat the activity until every learner has identified at least two roles they play. Remind learners it is not competition—just a chance to learn one another's name and to begin to identify the roles we play in our daily lives.

   Key discussion questions may be as follow:

   - How does a person gain certain roles?
   - How much awareness do other members have of all the roles you play?
   - Does anyone feel overburdened?

2. The facilitator might consider having learners talk with their family and identify family goals/values. Discuss how goals and values of family affect the behaviors and actions of family members. For example, child(ren) gives up a Saturday peer activity to help with building a patio because the patio has been considered a family goal; or family members work to paper and paint an extra bedroom because all have placed value on having grandmother move in with them.

3. The facilitator might have ready some given situations related to values and goals for learners to respond to and suggest some choices and solutions. Determine how values and goals will affect the solution. For example:

   Situation. What does a single parent family do about child care from the time the children are out of school until the parent can get home from work?

4. The facilitator might discuss with learners how values and goals within families determine adjustments to expectations, or redefining roles or sharing responsibility (e.g., a single parent may decide to lower the standard of housekeeping or assign housekeeping duties to an older sibling). Discuss how values and goals change within family units.

5. Write on the chalkboard the words SELF, FAMILY, and SOCIETY. Discuss with learners how the solution to Method 3 would affect each. Would the solution be acceptable to most of society, one's family, or to self in real life? Might the solution be different 5 or 15 years from now?

6. Help learners list one or two goals for themselves and their families (this could relate to family, education, work). Discuss how one's values would affect behavior, the way one deals with problems, the way one may interact with family, or the way one approaches work.

   An alternative could be to use characters in a television program.

7. Supplement 11, "Role-Sharing Strategies," can be used as an overview of positive strategies in role sharing efforts. The facilitator could develop discussion topics such as "How does one distinguish between helping out and taking responsibility?"

8. The facilitator could discuss or ask how the media (magazines, TV, newspapers) may contribute to maintaining the traditional roles of men/fathers in families today. An example could be the TV show "Home Improvement," where the father does all of the repair work around the house and he relates the "male" roles to his children.

9. The facilitator might make a 3" x 5" card for each situation listed in Supplement 12, "Conflicts that Need Adjustments." Cut each card into a three piece jigsaw puzzle. Divide the learners into two groups and ask that they piece the situation together. Instruct the learners to answer the questions concerning how the conflict should be addressed.

Suggested Activities

1. Have learners volunteer to try out periodic family meetings for achieving goals. Determine action needed by each family member to reach goals or a particular goal.

2. Individual learners might volunteer to interview employed persons representing different ages and occupations. Ask about current commitment level to work and families (such as how much time is spent at work; is there family time set aside) and whether these commitment levels have changed over time. Learners could form any generalizations about adjusted roles and expectations. Report findings to group.

3. Using Supplement 10, "Values and Goals," have learners read the "Before and After" situations. In small groups, learners can determine whether or not the person did one or more of the following things:

   - adjusted expectations
   - redefined a role
   - shared responsibilities or commitments

4. Using the format in Supplement 10, have learners write down a personal situation which involved doing one or more of the following things:

   - adjusted expectations
   - redefined a role
   - shared a responsibility or commitment

5. Ask the learners to repeat as a group *"If I don't do it, it won't be done exactly the way I would have done it. And that's O.K."* Discuss how one's own efforts can be undermined after delegating because it is hard to give up "territory" and to accept someone else's way of doing things.

   Using the following examples, have learners share experiences after delegating:

   Grocery shopping: giving it up may mean finding strange foods and strange brands on your shelf.

   Lawn care: giving it up may mean it gets done less well than you do it. The weeds may thrive—or it may be done better than you did it.

   Bedtime: child may sleep in pajama tops and bottoms that don't match. Child may go to bed more cooperatively than for you.

6. If appropriate for the learners, have the fathers/men answer the questions in Supplement 13, "Exploring My Fathering Roles." Discuss their feelings and attitudes.

COMPETENCY THREE

Apply Work Simplification Techniques and Time Management Strategies in the Performance of Household Tasks.

Learner Outcomes

- Determine which personal home and family responsibilities need to be done more fairly.
- Select time management and organizational skills needed in order to perform household tasks more efficiently.

Definitions

sex-role stereotyping	- belief that men or women have certain abilities, interests, values, and/or roles that are determined by their sex
time management	- controlling one's time to fulfill personal needs and achieve goals

Key Ideas

On the average, women complete about 70% of all the home and family tasks.

Women who try to "do it all" are cheating themselves as well as keeping other family members from learning self-care and home-care skills.

Men are doing only slightly more around the house than they did a decade ago, though more and more women are working (Burros, 1988).

Compared to a decade ago, children are doing only slightly more chores nontraditional to their gender (e.g., girls washing cars or boys cooking). Overall, children's contributions are limited and sporadic ("Kid's Poll," 1987).

Children are valuable, untapped resources of household help. With parental support, children can learn home management skills that will be beneficial to them in the future. Factors such as age, skills, and other responsibilities must be considered when determining what is a family member's "fair share."

The key to survival for a working person is organization. Three things should be remembered: (1) all family members must help, (2) everyone needs to know where everything is, and (3) everyone must be responsible for returning items to their proper place. In other words, "Don't put it down; put it away!"

The key to time management is to manage it well and get the most out of what time there is.

People who manage their time are in control of their lives, and lessen role pressures.

Strategies/Methods

1. The facilitator may choose to invite a panel of employed or unemployed couples (depending on learner group) to share their management techniques. Prepare learners to ask questions such as

   - How has your management changed since you are employed/unemployed?
   - What changes have you made in work done at home?
   - Have you altered standards in home care since you are employed/unemployed?
   - What kinds of household jobs get postponed?

2. The facilitator could have a panel of mates discuss how they support each other in managing work and family roles. If this is not possible, a panel of women who have succeeded in getting the support of husbands/partners could be used. (Testimonials from those who "have done it" are very motivating for learners.)

3. Using Supplement 14, "The Whole Family Can Share Housework" as a transparency, discuss ideas to share in housework. Ask learners to tell how their family shares in home tasks. ☑

4. The facilitator might suggest that learners select one strategy from Supplement 16, "Strategies for Getting Your Partner To Do More" that they have used or plan to use. Discuss if the strategy worked. Generate ideas on how to adjust the strategy so it will work.

5. The facilitator should emphasize the value of having children do household tasks. Management skills learned in the home will benefit them now and in the future. Doing household tasks can encourage children's responsibility.

   - Using Supplement 17, "Home Responsibilities," have learners select appropriate household chores they can delegate to their children, niece or nephew, or neighborhood children. (Learners should monitor and praise each child's progress.) Ask for volunteers to test out and report to the group.
   - Learners can also use Supplement 17 to identify age groups of their children and determine if any of the responsibilities are given to their children.

7. One technique used to spend less time on household chores is to lower or adjust standards, particularly if standards now used are unrealistic. Have learners discuss how they would feel about lowering or adjusting their standards.

   Facilitator Note: Depending on the socioeconomic level of learners, the suggestion of lower standards for housekeeping may be inappropriate. If learners are living in shelters or substandard housing or have severely restricted incomes, lowering standards may not be an option available to them.

8. The facilitator might suggest to learners that organizational skills are important to efficient housekeeping. Refer to Supplement 19, "Organizational Skills" to discuss how to plan to get organized.

9. Have learners react to the time management tips listed in Supplement 23. Ask the learners to identify tips they follow. Determine which tips are best to manage time.

10. The facilitator might develop (with learners) a list of shortcuts and tips to aid the learners in work simplification techniques in performing specific household tasks.

11. If appropriate, the facilitator might discuss Supplement 25, "Typical Time Wasters," with the learners. Ask learners to identify any problems under the major headings. Share solutions that worked.

12. Upon completion of Competency 3, the facilitator may award the learners a certificate of accomplishment (Supplement 27, "Master Juggler"). The facilitator may adapt any part of the certificate to best award the learners.

Suggested Activities

1. Using Supplement 15, "How Do You Help in the Family?," have learners complete the checklist to assess who does what around the house. Ask learners to take the instrument home and discuss with their parent(s), partner(s), or roommate(s), comparing and discussing their answers.

2. Have learner complete Supplement 18, "How To Adjust (Lower) My Standards," and answer listed questions.

3. Have learners read the story about "Disorganized Delta" (Supplement 20). Determine how Delta could manage her time better and have a more enjoyable day. Using "Time Management Tips," Supplement 23, ask learners to write down at least five techniques they would suggest to Delta.

4. Ask learners to complete Supplement 21, "How Time-Conscious Are You?" This activity can help learners explore their attitudes about time. Ask learners to score their responses to determine how time-conscious they are.

5. Have learners complete the checklist on time management (Supplement 22). Discuss why such time management strategies may or may not apply.

6. Using Supplement 24, "Tips for Saving Time and Energy," have learners read the list and add other tips used to save time and money.

7. Have learners select a time-consuming activity. As a group, brainstorm ways to keep from wasting time. An example might be talking on the phone. Think of all the things one can do while on the phone:

   - polish shoes
   - clip/file coupons
   - organize a cabinet/drawer
   - dust furniture
   - put photos in photo album
   - fold clothes from dryer

8. Using Supplement 26, "Time-Wasters Checklist," ask the learners to identify whether any of the listed time-wasters are a problem for them.

9. Ask learners to relate to some incident that may have caused additional time to be spent on a certain chore or task. (Example: Didn't stop to get gas, so ran out of gas resulting in being late for work.)

10. Using Supplement 15 as a *posttest*, have learner redo the task list "How Do You Help In The Family." Learners may see the task is done by a certain person now, but may see a change for the future.

19

Describe Techniques for Reducing Stress.

Learner Outcomes

- Identify causes of job-related stress.
- Identify causes of family-related stress.
- Determine appropriate ways to control or reduce the stress of work and/or family.

Key Ideas

When stress or other problems surface whether on the job or in the home, the effect is felt in both.

Stress may result from change, overload, lower household standards, concerns associated with children, perceptions of spouses, and other role expectations.

Stress can be in response to either positive or negative events that occur in our lives; it can motivate us to act or immobilize us.

Stress comes from two basic forces—the stress of physical activity and the stress of mental/emotional activity. Stress from emotional frustration is more likely to produce disease such as ulcers, than stress from physical work or exercise. In fact, physical exercise can relax one and help one deal with mental stress.

Job stress is pressure on the job that makes one feel tense, nervous, anxious, or upset. For instance, if one's job is dangerous, or has many deadlines, a high degree of stress occurs.

Definitions

stress - physical, mental, or emotional strain or tension on the mind or body, the cause of which may be psychological or physical, may be positive or negative

Who Is Affected by Stress?

Nearly everybody is to some degree, depending on

- *your personality.* People who by nature are extremely competitive, ambitious, or impatient may be especially prone to the effects of stress.
- *the kind of work you do.* Some types of jobs and work situations are more stressful than others.
- *changes in your life.* Divorce, a death in the family, legal problems—even happy events such as a marriage or a promotion can cause you to feel more stress on and off the job.
- *other factors.* Your age, health, financial situation, and satisfaction with life in general all affect your reaction to stress.

Stress is "built into" family life. The demands of career, children, and personal needs are often at odds. Learning to handle stress is vital to the health and happiness of a family.

Stress management means to avoid, divert, reduce, or deal effectively with stress. One way to reduce stress is to take more control of one's life, to live out dreams, and to exercise control over stressful situations.

Strategies/Methods

1. The facilitator might gather the following listed items: a snack food, card with REPORT DUE in red letters, memo that says "Call home immediately," notice of dentist appointment, football, and car keys. Ask learners to select an item from the group and report all the ways this item could cause stress and explain.

2. The facilitator may discuss ways people react when under stress. Some examples are ignore the problem and pretend it will go away, blame others, complain, get angry, fight, or eat. Ask learners to give other examples.

3. The facilitator may write situations on an index card. In small groups, ask the learners to draw one card at a time and place it in one of three piles based on whether the event on it is one you would consider to be extremely stressful, moderately stressful, or minimally stressful.

   Example Situations
   Major personal illness or injury
   Pregnancy
   Birth of a child
   Death of a family member
   Loss of a job
   Loss of a close friend
   Marriage
   Divorce

4. Using Supplement 28, "Ways Stress Can Affect Your Life and Work," discuss the effects that may result from too much stress.

5. Discuss with learners reasons people feel stress related to family. Examples: lack of family support, low self-esteem, illness, money problems, or depression.

6. Discuss with learners reasons people feel stress related to job. Identify such examples as unemployment, strikes, and layoffs. Relate how these in turn affect family and cause stress. For example, long periods of unemployment have been associated with violence in the family.

7. The facilitator may make a "Stress Band-Aid" box filled with items or ways to personally control or cope with stress. The facilitator could decorate the box and fill it with items that represent activities he or she enjoys: a quarter for a phone call to a friend, significant other's photo, a picture of and exercise he or she enjoys, and/or a tape of music that helps him or her relax. In pairs, have learners brainstorm ideas for items they would put in their boxes.

8. The facilitator might make 3" x 5" index cards with suggested coping strategies for stress management. They could include the following:

   - Learn to manage anger and frustration.
   - Find sources of support.
   - Learn more about parenting.
   - Take care of yourself.

   Have learners pick an index card and give an example for each coping strategy.

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Suggested Activities

1. In small groups, ask learners to brainstorm as many fun activities as they can think of that help reduce stress (e.g., a hug, a friend, laughter, eating pizza). Highlight those items on the list of natural highs that help reduce stress. Ask learners to discuss why it is important to be aware of activities that provide an outlet for stress.

2. Using Supplement 29, "10 Ways To Control Stress," ask learners to role play a work situation applying ideas given in the supplement.

3. Have learners volunteer to ask friends and co-workers how they deal with stress. Report findings to the class.

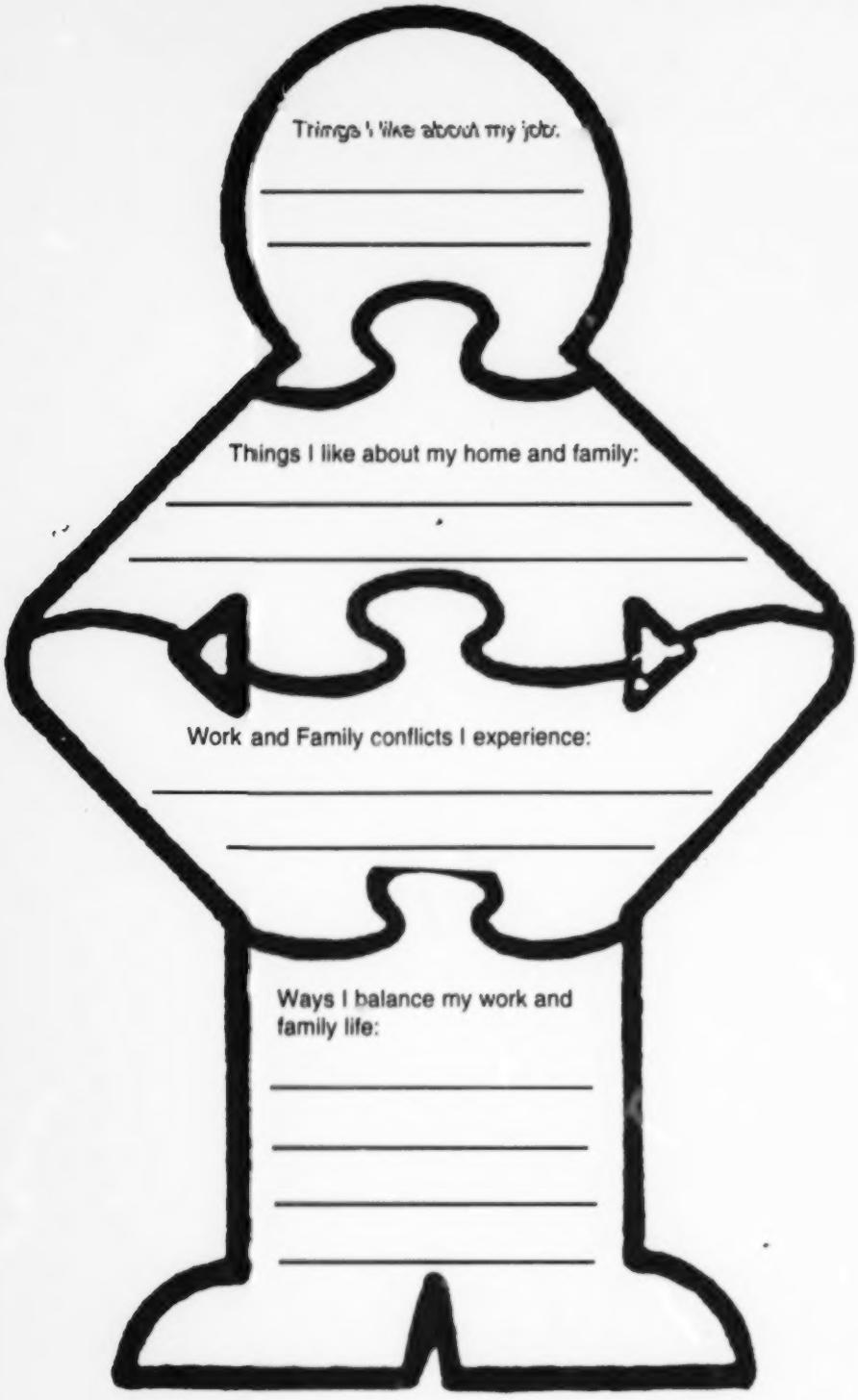
4. Ask learners to add coping strategies to the list in Supplement 30, "Coping with Stress." Suggest that learners give examples for each strategy.

5. In groups, have learners design posters for dealing with stress. Display these on a bulletin board or find an appropriate place to display them. The signs could include tips such as take a brisk walk instead of drinking soda or alcohol.

6. If appropriate, have learners complete Supplement 31, "Rate the Stress Potential of Your Job." Encourage learners to add up their scores (numbers beside answers) and check their potential job stress.

7. Ask learner to think back on the past week and identify or list situations or occurrences that caused stress. Define areas as self-inflicted, job related, parental related, or the problem of balancing work and family.

SUPPLEMENT 1


Things I like about my job:
Things I like about my home and family:
Work and Family conflicts I experience:
Ways I balance my work and family life:

Source: Ohio Department of Education, *What To Do Regarding Coordinating Work and the Family* (Columbus: Vocational Instructional Materials Laboratory, Ohio State University). Copyright 1983. Used with permission.

Decision-Making Guide

Sample Decision-Making Guide

My challenge is:
Whether or not I should allow my 11-year-old daughter to walk to school.

Advantages:
- I can go directly to school or work without having to take her to school.
- She will learn how to get to school on time.
- She will learn independence.

Disadvantage:
- She may get lost or picked up.
- She may get involved in some kind of trouble.
- The weather may not always be okay for walking.

My decision is:
To let her try to walk to school for one week.

My first step is:
To take her on a trial walk on Saturday before school starts. Set ground rules of what to do in case of an emergency.

Fill It In . . . Decision-Making Guide

My challenge is whether or not to: _____

Advantages: _____

Disadvantages: _____

_____

What other information is needed? _____

My decision is: _____

My first step is: _____

Adapted from Kaser, J. S., & Frazier, A. C. (1989). *Juggling lessons: A curriculum for women who go to school, work, and care for their families* (Student Workbook) (p. VI-2). Andover, MA: Network Inc.

SUPPLEMENT 3

Problem Solving To Increase Self-Sufficiency

Rouena is a 29-year-old mother of three who has returned to school. Her two daughters, five and seven years old, attend elementary school. The bus will pick them up in the morning, but they are seldom ready. As a result, Rouena often takes them to school herself. This makes her late for her first class. The oldest child, a 12-year-old boy, attends school only five blocks away from their home.

The girls are responsible for picking up their toys and scraping the plates after dinner. Rouena's son supervises the girls after school three days a week until their mother gets home. He's supposed to make his bed and pick up his room, which he rarely does.

Beyond these assigned chores, Rouena has all of the responsibility: cooking, cleaning, laundry, grocery shopping, helping children with homework, maintaining a car, paying bills, and doing minor home repairs, as well as trying to spend some recreational time with her children.

Discuss and Fill It In. . . .

As a group, brainstorm steps this mother can take to encourage self-sufficiency in her children. Be specific. Include individual tasks for each child. After you've completed your brainstorming, answer these questions:

1. How difficult or easy was it for the group to come up with solutions?

2. What strategies can Rouena use to make these changes in the distribution of household tasks?

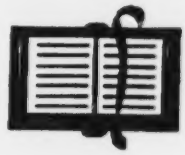
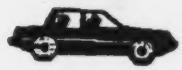
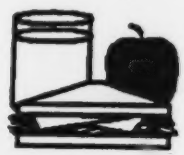
3. How do you think Rouena's children would respond to the strategies you proposed?

4. Suppose you wanted to make similar changes within your own family. Would it be easier or harder than what you propose for Rouena? Why?

Source: Kaser, J. S., & Frazier, A. C. (1989). *Juggling lessons: A curriculum for women who go to school, work, and care for their families* (Student Workbook) (p. VI-8). Andover, MA: Network Inc.

Activities with Children

Week of June 4, 1995

Sunday **4**	Take a Walk	
Monday **5**	Read a Book	
Tuesday **6**	Visit Grandpa and Grandma	
Wednesday **7**	Play Games	
Thursday **8**	Say I Love You!	
Friday **9**	Picnic in the Park	
Saturday **10**	Go to the Beach	

SUPPLEMENT 5

Things To Keep in Mind About Managing Guilt

- Find new ways to connect with family, friends, and coworkers. They can give you moral support and help in practical ways, too.
- Go with the guilt if your intuition tells you to. If you can prevent or correct a bad situation, or make yourself or someone else you care about feel better, it's worth it.
- Think of managing guilt in the same way as managing stress. Look at your priorities as an individual and as a family member. Are they the same as they were five years ago? Will they be the same in another five years?
- Modify your expectations. Rethink the "shoulds" and "oughts" in your life. Other people have. Recent research shows that doing less cooking, cleaning, and entertaining is no longer a major source of guilt.
- Talk to others in your situation. You may find that no one else is managing better than you. We're all in the same boat—hopefully doing the best we can.

For Those with Kids

- Keep in mind that at-home parents are not playing with their children all day. They may feel guilty for not being patient enough or not doing enough creative things with their kids.
- Pay attention to your relationship with your partner. Having a close, loving relationship (or a respectful one if you are separated or divorced) is important for your kids and for you.
- Understand that children naturally want you to be there all the time. They will protest when parents go out, even if they've been with them all day long.
- Act in the best interest of your child. Try not to overreact to the opinions and comments of others.
- Avoid the temptation of buying gifts, letting kids stay up late, or loosening other rules to compensate for your feelings of guilt over not being around as much as you would like to be.

Source: Ginsberg, S. (1993, September). Rethinking that guilt we all feel. *Work and Family Life*, pp. 1, 5.

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SUPPLEMENT 6

Negative Effects of Guilt

Guilt can be positive if it is used properly. It can have negative effects on your life and the lives of loved ones. Watch out for the following potential problems:

1. **WRONG DECISIONS**. Guilt can push you into doing things that's not in your best interest or the best interest of your loved ones. For example, if you are made to feel guilty about your choice to work, you may change your mind and stay home with your children. If your family really needs the extra paycheck, you may get deeper and deeper in debt. Don't let anyone push you into making a decision based on guilt.

2. **OVERCOMPENSATION**. Some men/women feel so guilty about returning to work that they overcompensate with their children. This can take many forms, but often it involves buying children more clothes, toys, and so on, than they really need. Undoubtedly you've heard a friend, or maybe even yourself say, "I know we buy him a lot, but that's why we both work so he can have more than we did." Children will soon pick up on your guilt and begin to use it against you.

3. **CONFUSING EMOTIONS**. Sometimes men/women confuse guilt with love and concern. For example, some parents will bring their children gifts every time they go out of town on a business trip. They tell the child that they do it because it shows how much they love them. Actually, it is a way of easing the parents' guilt. Instead of buying your children gifts, why not leave them handwritten notes in sealed envelopes that they can open every day you are gone. For example, if you are going to be gone Monday through Wednesday, leave three envelopes, each with a day of the week marked on the outside. In each, tell the child what you will be doing that day, how much you miss him or her, and how many days until you return home.

4. **DISCIPLINE PROBLEMS**. Many working parents overlook their children's behavior problems because they don't want the limited time they have with their children to be unpleasant. Instead, they end up with serious problems later. Children need and want limits and guidelines. If you don't impose them consistently, your child will become a discipline problem, and eventually you will not enjoy when you can spend time with him/her.

SUPPLEMENT 7

Seven Steps to Problem Solving

After reading the problem identified in step #1, follow the remaining steps to help identify solutions.

1. DEFINE WHAT THE PROBLEM IS.
   Family may start talking about a messy house and discovers one person carries all the housekeeping responsibility. The problem is that one person cannot do all the housekeeping.

2. START LOOKING FOR A SOLUTION.
   Brainstorm suggestions and make a list.

3. NIT-PICK YOUR LIST.
   Select one suggestion all agree on.

4. PERSONALIZE THE SOLUTION.
   Change to personal needs.

5. PUT THE PLAN INTO ACTION.
   Carry out changes.

6. CHECK THE PLAN.
   Follow up on progress.

7. EVALUATE.
   Discuss minor changes or accept as success.

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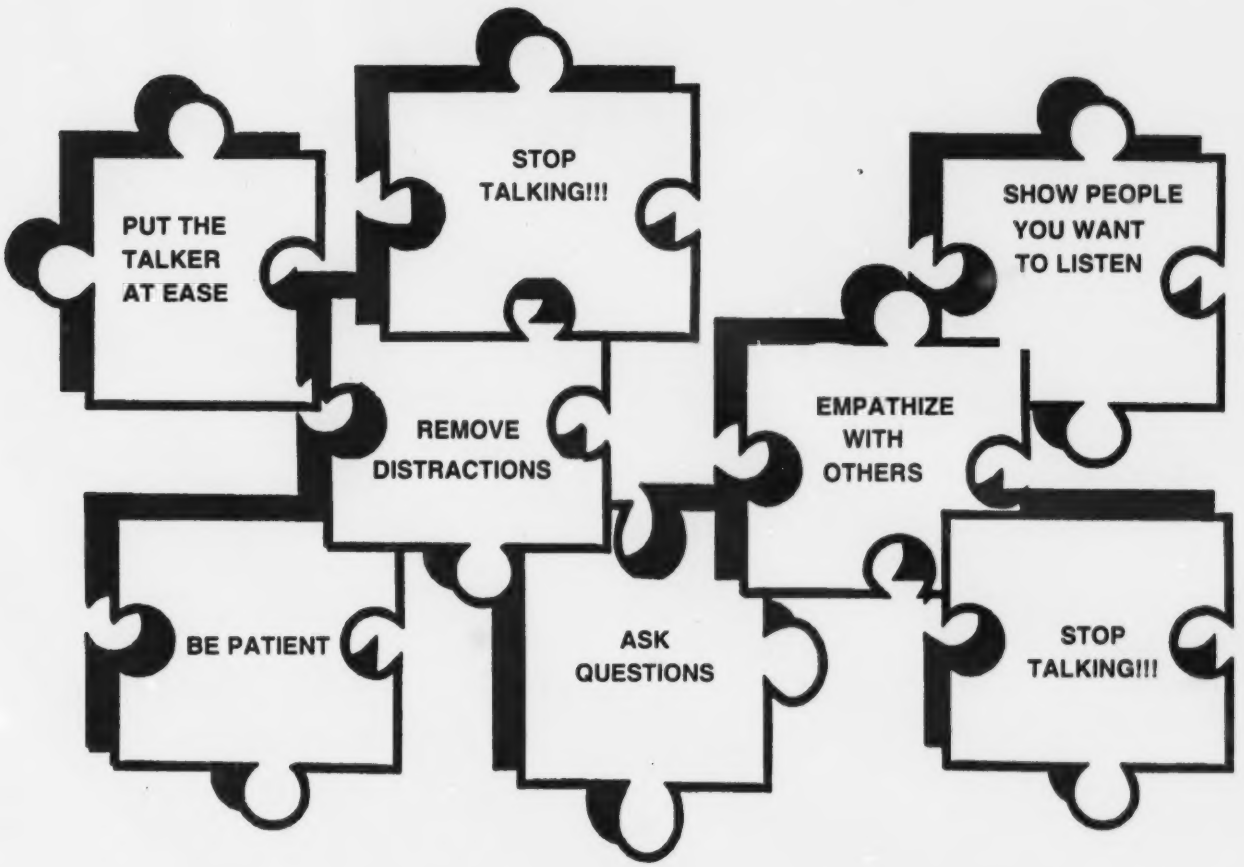
SUPPLEMENT 8

Interpersonal Communication Inventory

	NO	SOMETIMES	YES
1. In talking with your family, do your words come out the way you would like them to?	____	____	____
2. When a question that is not clear is directed to you, do you ask the family member to clarify the question?	____	____	____
3. Do you assume other family members know what you are trying to say without explaining what you mean?	____	____	____
4. Do you ever ask family members to tell you what they think about what you are saying?	____	____	____
5. Are you aware of how your tone of voice may impress others?	____	____	____
6. When someone has hurt your feelings, do you discuss this with him/her?	____	____	____
7. Do you later apologize to someone whose feelings you may have hurt?	____	____	____
8. When a problem arises between you and another family member, can you discuss it together in a calm fashion?	____	____	____
9. Is it difficult for you to compliment and praise others?	____	____	____
10. In conversation, do you let the other person finish talking before responding to what he is saying?	____	____	____
11. Do you pretend that you are listening to others when actually you are not really listening?	____	____	____
12. In a discussion, is it difficult for you to see ideas from the other person's point of view?	____	____	____
13. Do you ever try to imagine how you might feel if you were in the other person's shoes?	____	____	____
14. In conversation, can you tell the difference between a person's words and feelings?	____	____	____
15. While speaking, are you aware of how others are reacting to the meaning and the emotion in the words you use?	____	____	____

SUPPLEMENT 9

Commandments For Good Listening



Values and Goals

After reading the following "Before and After" situations related to commitment, values, and goals, work in small groups to make generalizations about the temporary/permanent nature of commitment. Decide whether values and goals of the person caused them to redefine their role, adjust their expectations, or share responsibilities. Check the appropriate answer.

BEFORE During the first week of the job, Ed gets to work early and stays until the job is complete.

AFTER After 3 months, Ed arrives at work on the dot or 10-15 minutes late. He is out the door as soon as possible whether the work is done or not.

Redefine ( ) Adjust Expectations ( ) Share Responsibility ( )

BEFORE Before Lois was married, she devoted evening and weekend time to her job.

AFTER Since Lois is married, she has cut out extra work hours.

Redefine ( ) Adjust Expectations ( ) Share Responsibility ( )

BEFORE Before Paul was a father, he took lots of work home to do in the evenings.

AFTER Since Paul's daughter was born, he does not take work home.

Redefine ( ) Adjust Expectations ( ) Share Responsibility ( )

BEFORE When Peter and Janice were married, they vowed they would always be together on weekends.

AFTER After several years of marriage, Peter and Janice no longer make a point to reserve the weekends for family time.

Redefine ( ) Adjust Expectations ( ) Share Responsibility ( )

BEFORE Before Cheryl got to know the kids in her neighborhood, she spent lots of time with her family.

AFTER After Cheryl got to know new friends, she made little effort to spend time with her family.

Redefine ( ) Adjust Expectations ( ) Share Responsibility ( )

Adapted from Ohio Department of Education, *What To Do Regarding Coordinating Work and Family* (Columbus: Vocational Instructional Materials Laboratory, Ohio State University). Copyright 1983. Used with permission. pg. 151

Role-Sharing Strategies

1. When giving up a task or activity to someone else, clarify and/or negotiate details of the task or activity, for example, when it will be done, how much or how well it will be done.

   "If I don't do it, it won't be done exactly the way I would have done it. And that's OK." (Practice saying this to yourself as a positive affirmation.)

2. Do not treat your spouse/partner the same as your children in regard to reallocating part of your old role: keep in mind that when husbands and wives see themselves as *partners* in managing this new lifestyle, role sharing goes more smoothly and marital relationships do too. Parents have more of a supervisory and teaching role to play with their children that must be taken into consideration as children take on new tasks that were once part of an adult's role.

3. Clarify the difference between "helping out" and *taking responsibility* and decide which you want as you negotiate role sharing. When you "help out" the job still belongs to the other person and he or she is not relieved of the emotional burden associated with that part of his/her role. "Helping out" is great if that's what both agree upon (e.g., vacuuming out the car for a family trip even though car care is traditionally dad's job). Whether by choice or by assignment, "helping out" generally means *not* being obligated to follow through completely, or to do it routinely, or to notice when it needs to be done again.

   When one takes *responsibility* for an activity that was once part of someone else's role, thus actually *expanding* one's own roles to include this new activity as a part of them, there is a sense of ownership and decision-making authority. The person giving up that activity is no longer the "primary worrier" for doing that activity (task or job).

4. "Do unto others." When someone shares a role with you (e.g., meal-preparer or yard care person), be helpful and allow time for change.

5. Be aware that the skills needed to maintain a household are *not* sex linked. Teach your children a wide variety of both traditionally male and female roles. Use positive communication techniques to encourage partners to try out new tasks. Many widows and widowers as well as single parents are often shocked at how "possible" it is for them to do many of the tasks once done by a loved one when they are *forced* to take them over. (With only one adult to handle the full load, these individuals also must learn to eliminate and delegate.)

6. Be aware that children gain valuable skills when they are given responsibility for their own upkeep and share roles for family tasks with mom and/or dad.

7. You can say "No" and you can say "Wait." There is no need for one person to be emotionally or physically responsible for all household functions. Several people can share the role very nicely. It is only human for family members to *expect* everything to be done by the one who's been doing it all along and not *appreciate* it.

8. Review your priorities and standards. Consider relationship versus household needs. Some standards may need to be raised, while others lowered.

9. Talk regularly with your family about what's important to get done, who might like to do it, who's good at it, who needs a change, how to change standards, and so on? End unnecessary tasks. Try taking turns on tasks no one wants to do. Try making written schedules to keep everyone clear on the agreements.

10. Take note of your discussions in your work and family seminars so you have some facts, figures, and rationale for change. People often question when change is being asked of them.

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Conflicts that Need Adjustments

Below are several conflict situations. What would you do in each situation?

1. *A conflict where two senders want different things*: The boss wants you to work on Saturday. However, you've promised to go to your children's ball game.

2. *Two roles that are incompatible*: A husband wants his wife to earn more money at her job (overtime), but still wants her home for supper. Or a husband who likes the wife's earnings but still expects to get a good meal on the table each night.

How should the conflicts be addressed?

- Should both agree on a plan of action?

- Should a change be made based on what is right, fair, just, good?

- Discuss how the boss or man would be better off or profit if a change were made.

- Consider concessions and compromises, begin to bargain, haggle, and dicker.

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SUPPLEMENT 13

Exploring My Fathering Roles

1. Have I experienced the effects of the "father-knows-best" image? How has it changed my parenting experience?

2. What do I lose if I am distant from my children's daily lives?

3. What do I learn about myself when I really get involved in being a parent?

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SUPPLEMENT 14

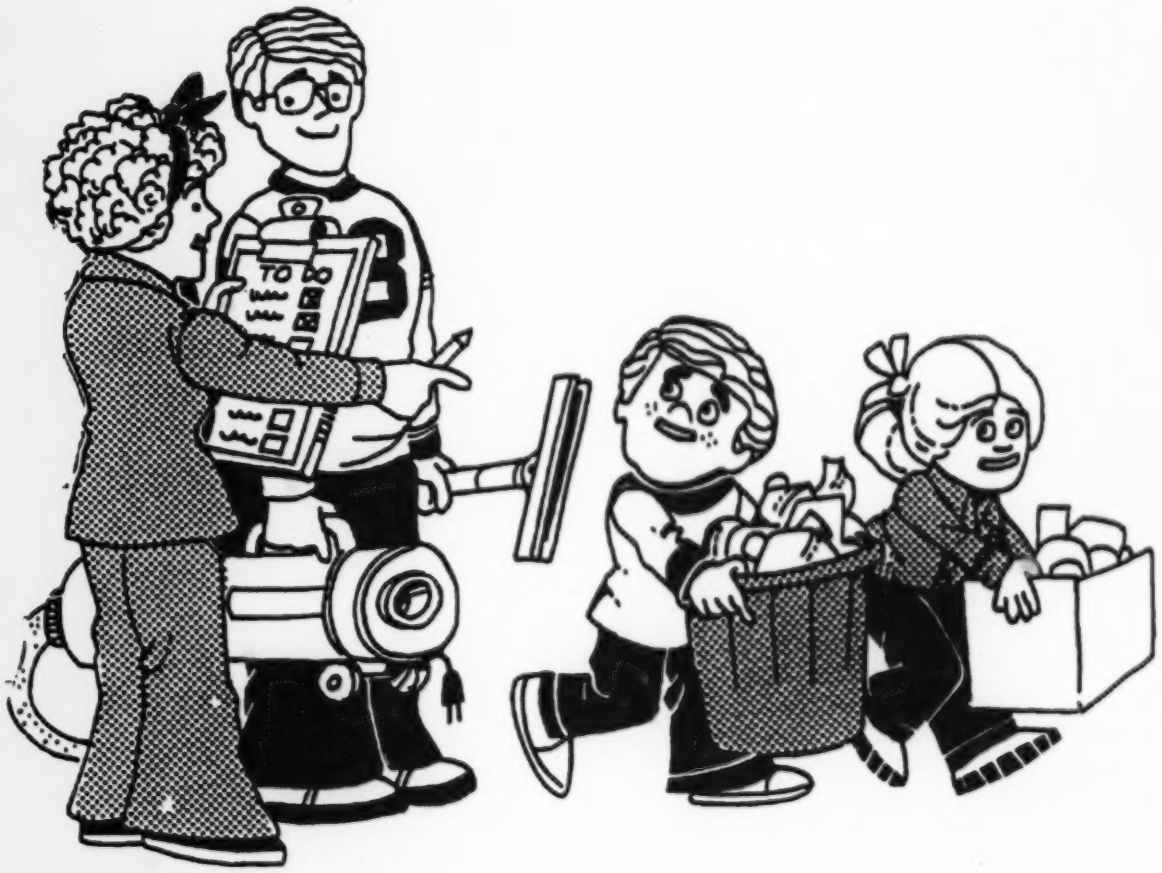
The Whole Family Can Share Housework

1. Encourage Personal Responsibility

2. Start Children Early

3. Ask Others To Pitch In

4. Think About Your Standards



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How Do You Help in the Family?

Use as a pretest and posttest.

Circle the number which indicates the person who usually does the task. If equally shared, place multiple circles.

	Wife/ Mom	Husband/ Dad	Children	Other	NA
KITCHEN MANAGEMENT					
1. Plans meals	1	2	3	4	5
2. Prepares meals	1	2	3	4	5
3. Lists groceries	1	2	3	4	5
4. Shops for food	1	2	3	4	5
5. Cleans and stores items	1	2	3	4	5
6. Cleans kitchen floors	1	2	3	4	5
7. Cleans range	1	2	3	4	5
8. Cleans refrigerator	1	2	3	4	5
9. Cleans other appliances	1	2	3	4	5
10. Cleans inside cabinets	1	2	3	4	5
11. Cleans cabinet exteriors	1	2	3	4	5
12. Loads dishwasher	1	2	3	4	5
13. Unloads dishwasher	1	2	3	4	5
14. Handwashes dishes	1	2	3	4	5
15. Repairs appliances	1	2	3	4	5
16. General cleaning	1	2	3	4	5
CLOTHING MANAGEMENT					
1. Constructs clothing	1	2	3	4	5
2. Repairs garments	1	2	3	4	5
3. Cleans shoes	1	2	3	4	5
4. Cleans closets	1	2	3	4	5
5. Shops for clothing	1	2	3	4	5
6. Washes clothes	1	2	3	4	5
7. Dries clothes	1	2	3	4	5
8. Puts items away	1	2	3	4	5
9. Manages dry cleaning	1	2	3	4	5
10. Irons	1	2	3	4	5
11. Discards, gives away	1	2	3	4	5
12. Cleans washer	1	2	3	4	5
13. Cleans dryer	1	2	3	4	5
14. Coordinates wardrobes	1	2	3	4	5
TRANSPORTATION					
1. Washes autos	1	2	3	4	5
2. Vacuums vehicles	1	2	3	4	5
3. Purchases gas, oil	1	2	3	4	5
4. Services autos	1	2	3	4	5
5. Manages repairs	1	2	3	4	5

	Wife/ Mom	Husband/ Dad	Children	Other	NA
RESIDENTIAL MANAGEMENT AND MAINTENANCE					
1. Makes beds	1	2	3	4	5
2. Changes linens	1	2	3	4	5
3. Cleans mirrors	1	2	3	4	5
4. Cleans light fixtures	1	2	3	4	5
5. Cleans bathtub	1	2	3	4	5
6. Cleans shower	1	2	3	4	5
7. Cleans commodes	1	2	3	4	5
8. Fireplace care	1	2	3	4	5
9. Repaints	1	2	3	4	5
10. Floor care	1	2	3	4	5
11. Carpet care	1	2	3	4	5
12. Remodels	1	2	3	4	5
13. Decorates	1	2	3	4	5
14. Interior repairs	1	2	3	4	5
15. Exterior repairs	1	2	3	4	5
16. Cleans inside windows	1	2	3	4	5
17. Cleans outside windows	1	2	3	4	5
18. Cleans garage	1	2	3	4	5
19. Sweeps driveway	1	2	3	4	5
20. Sweeps walkways	1	2	3	4	5
21. Sweeps porches/patio	1	2	3	4	5
22. Plant care	1	2	3	4	5
23. Yard care	1	2	3	4	5
24. Dusts	1	2	3	4	5
SOCIAL LIFE AND LEISURE					
1. Buys gifts	1	2	3	4	5
2. Writes letters	1	2	3	4	5
3. Telephones	1	2	3	4	5
4. Plans vacations	1	2	3	4	5
5. Plans holidays	1	2	3	4	5
6. Plans weekends	1	2	3	4	5
7. Plans leisure	1	2	3	4	5
8. Participates in leisure	1	2	3	4	5
9. General entertaining	1	2	3	4	5
10. Leisure equipment care	1	2	3	4	5

Source: Lawhon, T. M. (1984, Winter). Work and stress in the home: How do you help in the family? *Journal of Home Economics, 77*(4), 2-5.

Strategies for Getting Your Partner To Do More Around the House

1. Always start by using the basic communication strategies. Ask for what you want and need. You may have to do this more than once.

2. Keep a record of what you do and how much time you spend. Your partner may not realize how much time a task takes. Your recordkeeping can be good leverage for you in explaining why you need help.

3. Have another male/female (such as a brother or sister or best friend) discuss with your partner the importance of doing. . . . Sometimes receiving this message from another man or woman makes it easier to hear and act on.

4. Be sure your partner knows what you want him or her to do and how to do it. For example, if you want him or her to do the laundry, show him or her how to sort clothes. If he or she's never done that before, he or she just won't know where things go.

5. As much as possible, you and your partner should work out of your strengths. You'll do a better job and be more motivated to complete the task. For chores that neither of you likes to do or you don't do well, take turns. Nobody wants to clean the toilets every week.

6. Once your partner has assumed responsibility for a task, don't impose your standards unless there's a serious health or safety issue. For example, you think the baby should have on long pants, but your partner dressed the baby in shorts. The baby will certainly survive in shorts though you would have dressed him differently.

7. Don't bail your partner out if he doesn't do his or her tasks. If you do, you're giving him or her a mixed message. If he or she hasn't done the laundry, don't do it for him/her—even though you may have to wear dirty socks for a day or two.

8. Acknowledge your partner's successes, even if they are small. For example, you can compliment him or her on how snugly he or she diapered the baby or how fresh the laundry smells.

9. Don't expect perfection. You've spent most of your life learning how to cook, clean, and take care of the children. Your partner needs some time to sharpen his or her skills.

10. If you have children, hold family meetings regularly to assign chores and to discuss how the chores are done. Most family members will want to report successful completion rather than that they didn't do their job. This is called peer pressure, use it to your advantage.

11. Have your children ask your partner to do something that is helpful to them. For example, "Will you take me to get my hair cut Saturday?" Or, "Will you help me practice foul shots before Friday night's game?"

12. Have your partner help teach your children—boys and girls—how to do new tasks. For example, he or she can help your daughter with painting her room and your son with cooking. The best way to learn a task is to teach it.

Source: Kaser, J. S., & Frazier, A. C. (1989). *Juggling lessons: A curriculum for women who go to school, work, and care for their families* (Student Workbook) (p. V-13). Andover, MA: Network Inc.

SUPPLEMENT 17

Home Responsibilities

For Two- to Three-Year-Olds*

1. Pick up unused toys and put them in the proper place.
2. Put books and magazines in a rack.
3. Sweep the floor.
4. Empty small wastecans.
5. Place napkins, plates, and silverware on the table. The silverware is on but not correctly at first.
6. Clean up what they drop after eating.
7. Given a choice of two foods for breakfast, make a decision. Learn to make a simple decision.
8. Clear own place at the table. Puts the dishes on the counter after cleaning the leftovers off the plate.
9. Toilet trained.
10. Do simple hygiene such as brushing teeth, washing and drying hands and face, and brushing hair.
11. Undresses self and dresses with some help.
12. Wipe up own accidents.
13. Carry boxed or canned goods from the grocery sacks to the proper shelf; put some things away on a lower shelf.

For Four-Year-Olds*

1. Set the table—with good dishes, too.
2. Put the groceries away.
3. Help with the grocery shopping and compiling a grocery list.
4. Polish shoes and clean up afterward.
5. Follow a schedule for feeding pets.
6. Help in yard and with garden work.
7. Help make the beds and vacuum.
8. Help with the dishes or fill the dishwasher.
9. Help the child learn responsibilities by making a goal chart. Then, if the work is done all week, the parent and child get to do something special like go out to lunch.
10. Dust the furniture.
11. Spread butter on sandwiches.
12. Prepare cold cereal.
13. Help prepare plates of food for the family dinner.
14. Make a simple dessert (add topping to cupcakes or gelatin, and pour the toppings on ice cream).
15. Hold the hand mixer to whip potatoes or mix up a cake.
16. Share toys with friends (practice courtesy).
17. Get the mail.
18. Tell parent whereabouts before going out to play.
19. Play without constant adult supervision and attention.
20. Hang socks, handkerchiefs, and washcloths on a lower line.

For Five-Year-Olds*

1. Help with the meal planning and grocery shopping.
2. Make own sandwich or simple breakfast, then clean up.
3. Pour own drink.
4. Prepare the dinner table.
5. Tear up lettuce for salad.
6. Put in certain ingredients to a recipe.
7. Make bed and clean room.
8. Dress on own and choose outfit for the day.
9. Scrub the sink, toilet, and bathtub.
10. Clean mirrors and windows.
11. Separate clothing for washing. Put white clothes in one pile and colored in another.
12. Fold clean clothes and put them away.
13. Answer the telephone and begin to dial the phone for use.
14. Help with yard work.
15. Pay for small purchases.
16. Help clean out the car.
17. Take out the garbage.
18. Decide how to spend own share of the family entertainment fund.
19. Feed pets and clean the living area.
20. Learn to tie shoes.

For Six-Year-Olds* (First Grade)

1. Choose own clothing for the day according to the weather or a special event.
2. Shake rugs.
3. Water plants and flowers.
4. Peel vegetables.
5. Cook simple food such as hot dogs, boiled egg, and toast.
6. Prepare own school lunch.
7. Help hang clothes on the clothesline.
8. Hang up own clothes in the closet.
9. Gather wood for the fireplace.
10. Rake leaves and weeds.
11. Take pet for walk.
12. Tie own shoes.
13. Take care of own minor injuries.
14. Keep the garbage container clean.
15. Clean out inside of car.
16. Straighten or clean out silverware drawer.

For Seven-Year-Olds* (Second Grade)

1. Oil and care for bike and lock it when unused.
2. Take phone messages and write them down.
3. Run errands for parents.
4. Sweep and wash patio area.
5. Water the lawn.

6. Care for bike and other outside toys or equipment properly.
7. Wash dog or cat.
8. Train pets.
9. Carry in the grocery sacks.
10. Get self up in the morning and to bed at night on own.
11. Learn to be polite and courteous, and to share with and respect others.
12. Carry own lunch money and notes to school.
13. Leave the bathroom in order; hang up clean towels.
14. Do simple ironing; flat pieces.
15. Wash down walls and scrub floors.

For Eight- to Nine-Year-Olds* (Third Grade)

1. Fold napkins properly and set silverware properly.
2. Mop or buff the floor.
3. Clean venetian blinds.
4. Help rearrange furniture; help plan the layout.
5. Run own bath water.
6. Help others with their work when asked.
7. Straighten own closet and drawers.
8. Shop for and select own clothing and shoes with parent.
9. Change out of school clothes without being told.
10. Fold blankets.
11. Sew buttons.
12. Sew rips in seams.
13. Clean storage room.
14. Clean up animal "messes" in the yard and house.
15. Begin to read recipes and cook for the family.
16. Babysit for short periods.
17. Cut flowers and make a centerpiece.
18. Pick fruit off trees.
19. Build a campfire; get items ready to cook out (charcoal, hamburgers).
20. Paint fence or shelves.
21. Help write simple letter.
22. Write thank-you notes.
23. Help with defrosting and cleaning the refrigerator.
24. Feed the baby.
25. Bathe younger brother or sister.
26. Polish silverware, copper, or brass items.
27. Clean patio furniture.
28. Wax living room furniture.

For Nine- to Ten-Year-Olds* (Fourth Grade)

1. Change sheets on the bed and put dirty sheets in the hamper.
2. Operate the washer and/or dryer.
3. Measure detergent and bleach.
4. Buy groceries using a list and cooperative shopping.
5. Cross streets unassisted.

6. Keep own appointments, such as dentist or school, and make them within biking distance.
7. Prepare pastries from box mixes.
8. Prepare a family meal.
9. Receive and answer own mail.
10. Pour and make tea, coffee, and Kool-aid.
11. Wait for guests.
12. Plan own birthday or other parties.
13. Use simple first aid.
14. Do neighborhood chores.
15. Sew, knit, or weave (even using a sewing machine).
16. Do chores without a reminder.
17. Learn to do banking and to be thrifty and trustworthy.
18. Wash the family car.

For Ten- to Eleven-Year Olds* (Fifth Grade)

1. Earn own money (e.g., by babysitting, small chores).
2. Be alone at home.
3. Handle sums of money up to $5.00 (honesty).
4. Respect others' property.
5. Run own errands.
6. Mow the lawn.
7. Help build things and do the family errands.
8. Clean the oven and stove.
9. Schedule ample time for studies.
10. Buy own sweets or treats.
11. Be responsible for paper route.
12. Check and add oil to car.

Home Responsibilities for Junior High Students

1. Determine how late to stay up during the week. Determine how late to be out for evening gatherings through mutual parent-child discussion and agreement.
2. Handle complete responsibility of preparing family meals.
3. Social awareness such as good health, necessary rest, nutritious food, correct weight, physical examinations, and exercise.
4. Look for needs of others and begin the appropriate action.
5. Have realistic acceptance of capabilities and limitations.
6. Have self-respect and individual worth.
7. Have responsibility for own decisions.
8. Show mutual respect, loyalty, and honesty in the family.

*These are suggested activities for involving children in family life. No one child would be expected to assume these duties.

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SUPPLEMENT 18

How To Adjust (Lower) My Standards

If you are spending more time than you would like on household chores, write down five areas in which you could lower or adjust your standards. For example, wash the car once a month rather than once a week.

1.

2.

3.

4.

5.

If you drop or adjust your standards for these tasks, will you feel uncomfortable?

How can you help yourself feel more comfortable?

How can you respond if others suggest that you are not doing your fair share?

Source: Kaser, J. S., & Frazier, A. C. (1989). *Juggling lessons: A curriculum for women who go to school, work, and care for their families* (Student workbook) (pp. v-5, 6). Andover, MA: Network Inc.

Organizational Skills

Many of the techniques that men/women use to organize work can also be used to organize households.

1. **MAKE A LIST**. Making a list puts things in perspective, gives a sense of order, and helps to rank. As task is completed, check it off. This will give a sense of accomplishment.

2. **PRIORITIZE**. Decide which goals to accomplish and which are most important.

3. **PLAN AND DELEGATE**. Based on priority list, plan how you are going to go about accomplishing each goal. You may have to adjust standards, ask partner or children to help out, or get outside help.

4. **START NOW**. Organize now, tomorrow never comes.

5. **CLEAN UP THE CLUTTER**. Don't make excuses; think about the worst that could happen; strike when the mood hits; fix it or get rid of it; avoid putting items aside to handle later; if you don't need it, don't buy it; put things in their places; keep a calendar/appointment book; avoid having a "junk room or drawer."

6. **USE YOUR TIME WISELY**. Make every minute count.

7. **DOUBLE UP**. Combine jobs to save time later.

MAKE A PLEDGE TO ORGANIZE YOURSELF TODAY. YOU'LL BE SURPRISED HOW MUCH TIME AND ENERGY IT WILL SAVE YOU.

Disorganized Delta

Delta's feeling very proud of herself today. For the first time since she started school she's gotten out of the house and taken little Dakota to the babysitter's doorstep by 8:30. As she rings the bell, she remembers that Mrs. Diez had a doctor's appointment; and little Dakota is supposed to go to her mother's house today.

The sitter is only two blocks away, and Delta feels relieved that she hasn't gone too far out of the way. Her husband, Jose, who is just leaving the house for his job, offers to take Dakota. Delta insists that it is important to continue her pattern of waving "bye-bye" to her son *every morning*.

She hurries off, leaves the baby at her mother's, and arrives at class just in time. Except, she thought the pop quiz the teacher is holding was going to be tomorrow. If she had *one* more day, she's *sure* she could squeeze time in during dinner to study. Oh well. . .

At the end of the day, Delta leaves school feeling depressed. In addition to flunking the quiz, she discovered she had left an assignment at home. Stopping at her mother's to get little Dakota, she drives home.

When Jose walks in the house, he yells at Delta. She had forgotten to take something out of the freezer for dinner. The baby starts fussing. Delta shoves a bottle in his mouth; he throws it on the floor.

Dakota continues to cry so Delta fixes pancakes with the baby on her hip. Jose goes off to watch the evening news. The family eats with little conversation, and afterward, Delta piles dishes in the sink. After giving little Dakota a bath, Delta dozes off at the foot of his bed. She thinks about how nice it would feel to have a hot bath, but she's just too tired. Maybe tomorrow. . .

How can Delta begin to get organized? Using the seven guidelines and tips from Supplement 19, write down at least five things you would suggest to her.

1.

2.

3.

4.

5.

As a group, discuss your strategies.

Source: Kaser, J. S., & Frazier, A. C. (1989). *Juggling lessons: A curriculum for women who go to school, work, and care for their families* (Student Workbook) (pp. V-11, 12). Andover, MA: Network Inc.

SUPPLEMENT 21

How Time-Conscious Are You?

Explore your attitudes about time by completing the following rating scale. Place a check (✓) under the appropriate column for each item listed.

Items	Always	Sometimes	Never
1. I make "To Do" lists.	_____	_____	_____
2. I make it a point to be on time.	_____	_____	_____
3. I look at my watch or a clock a lot.	_____	_____	_____
4. I get upset if I have to wait in long lines.	_____	_____	_____
5. I get upset if I have to wait more than 10 minutes for someone.	_____	_____	_____
6. I schedule my activities on a calendar or in an appointment book.	_____	_____	_____
7. I feel rushed.	_____	_____	_____
8. I like to arrive at a movie theater before the previews begin.	_____	_____	_____
9. I feel like there are not enough hours in a day to do all I want to do.	_____	_____	_____
10. I think it's important for others to be on time.	_____	_____	_____
11. I feel like I need to be doing something.	_____	_____	_____

SCORING: Count your "Always" responses.

10-12 "Always" answers indicate that you are very time-conscious.

6- 9 "Always" answers indicate that you are somewhat time-conscious.

0- 5 "Always" answers indicate that you are not very time-conscious.

Adapted from North Dakota State University. (1991). *Decisions for independent living, Vol II* (p. 919). Fargo: Author, Department of Home Economics Education.

Time Management Checklist

1. Do you plan what you are going to do each day? ____ YES ____ NO

   (Creating a list of activities for each day and ranking them in terms of importance will guide you in deciding about what to do first. With this list you are much more likely to accomplish what you set out to do. What's most important is knowing what you want to do.)

2. Do you delegate some of your responsibilities to others? ____ YES ____ NO

   (Sometimes you may think that you are the only one who can do a specific task. That's true for some tasks but not all of them. Each day ask yourself, "Who else could do this?" Giving others responsibility can help them as well as you.)

3. Do you set deadlines for completing your tasks? ____ YES ____ NO

   (Setting realistic deadlines can help you manage your time and achieve your goals. Deadlines serve as motivators; you are more likely to finish a task when there is a deadline.)

4. Do you eliminate tasks that are not useful or productive? ____ YES ____ NO

   (Think about the last section on lowering your standards. Did you find tasks that really don't have to be done, or done as often as you had once thought?)

5. Do you let others know what you are doing? ____ YES ____ NO

   (Although you may know exactly what you are doing, others need to know, also. You are more likely to get the cooperation and support you need if you let others know what your priorities are for the day. Even letting others know when you are in a bad mood can help.)

6. Do you allow time to change from one activity to the next? ____ YES ____ NO

   (People often forget to allow transition time. For example, when you come home at night, do you immediately start fixing dinner even though you just left work or school 15 minutes before? Allow your self time to switch gears.)

7. Do you ask for help when you need it? ____ YES ____ NO

   (Women, especially, are sometimes so busy taking care of others that they don't ask for help they need. There is no way you can do everything. Asking for help when you need it is also good role modeling for your children.)

8. Do you take some time out of each day for yourself? ____ YES ____ NO

   (Maybe it's a nice hot bath, reading a chapter in a book, or walking to the store. Research shows that the average person has about one and one half hours of free time each day. Make sure that you save some of that time strictly for you.)

9. Are you flexible enough to handle interruptions or to switch gears when necessary? ____ YES ____ NO

   (The best made plans may fall apart with a sick child, bad weather, a car that won't start. Good time managers take those events in stride, do what they need to do, and go on.)

10. Do you evaluate your day just before you go to sleep? ____ YES ____ NO

    (Take a few moments to ask yourself questions like, "What did I do that went very well today?" "What could I have done better?" "What am I saving for tomorrow?" Over time your answers to these questions will help you be a better time manager.)

If you answered eight or more of these questions with a "YES," most likely you are doing a pretty good job of managing your time. If you answered fewer than eight with a "YES," you may need to work on managing your time more effectively.

Source: Kaser, J. S., & Frazier, A. C. (1989). *Juggling lessons: A curriculum for women who go to school, work, and care for their families* (Student Workbook) (pp. V-7, 8). Andover, MA: Network Inc.

SUPPLEMENT 23

Time Management Tips

1. Take time to plan.
2. Set achievable goals.
3. Learn to say "NO."
4. Dovetail. Combine jobs whenever possible.
5. Set priorities. Don't expect to be everything to everybody.
6. Delegate or share responsibility.
7. Avoid procrastination.
8. Get organized.
9. Be decisive.
10. Set deadlines.
11. Use small amounts of time. Try to make waiting time useful.
12. Focus on one thing at a time. Stay with it until completion if possible. Allow enough time.
13. Be flexible. Allow for the unexpected.
14. Be attuned to your biorhythm. When are you most energetic?
15. Schedule time for yourself. Don't overload yourself.
16. Do unpleasant things first and get them out of the way.
17. Make a list of things to do and cross items off the list as they are accomplished.
18. Periodically review your use of time.

Source: North Dakota State University. (1991). *Decisions for independent living, Vol II* (p. 927). Fargo: Author, Department of Home Economics Education.

Tips for Saving Time and Energy

Here are some tips for saving time and energy. Read through the list, checking ones that you already do.

1. Buy food in bulk whenever possible. Write a food list and take it with you to the grocery store.

2. Plan meals ahead; cook in advance and freeze or refrigerate meals. Label prepared meals so that others can reheat them. If possible, invest in a crockpot (for all day cooking) or a microwave (for fast cooking).

3. Space dreaded chores over two days. Instead of spending two hours doing something you dislike, spend one hour for two days and go on to something more pleasant. You'll have more energy in the end.

4. Take a look at your whole day. If starting half an hour earlier or later will make a difference, see if you can arrange it.

5. Purchase clothing, especially for children, that requires little or no ironing. Hang up items as soon as they come out of the dryer.

6. Plan school lunches ahead. Wrap cookies or other nonperishable snacks the night before.

7. Rearrange rooms, personal items, and clothing of young children so that they can get what they need.

8. Let cleaning products do their job. Rather than scrubbing, let dirt and grime soak off.

9. Arrange to do all of your errands in one area on one day to avoid back-tracking.

10. Clean up as you go rather than waiting until the end.

Source: Kaser, J. S., & Frazier, A. C. (1999). *Juggling lessons: A curriculum for women who go to school, work, and care for their families* (Student Workbook) (p. V-11). Andover, MA: Network Inc.

Typical Time Wasters

We all experience time wasters. The only difference is that some of us allow them to rob us of time. Look at the following time wasters and see how easy it is to turn them into time savers.

WAITING . . . We wait in the store, in traffic, and at the doctor's office. The time we spend waiting is only wasted time when we allow it to be. If you are going to the doctor or anyplace where you will have to wait, take something along to do. While you are waiting in line at the grocery store, make a list of all the things you need to pick up at the shopping mall the next day. If you have an appointment with your employer or anyone else in your office, take along something to do while you wait; or better yet, ask his or her secretary to call you when he or she is ready to see you.

PROCRASTINATION . . . Procrastination is a bigger time waster than most people imagine. If you are not doing something, how can you be wasting time? It's simple: If you're not doing something, you're worrying about not doing it. Additionally, if you procrastinate on some things, they may cost you additional time. For example, your car is running low on gas. You think about stopping and filling up, but if you do you're going to be five minutes late. As a result, you run out of gas a mile from your destination. You have to walk five blocks to a gas station and five blocks back. Now, instead of being five minutes late, you are an hour late. The reason many people procrastinate is that they are afraid they will fail at something or that the task is unpleasant. Take the things you dread doing most and do them first thing in the morning. That way you get them done and you don't worry about them all day.

INTERRUPTIONS . . . Don't allow interruptions to slow you down. If you have a project at work that needs a lot of concentration, ask the receptionist, your secretary, or a fellow employee to take your calls. If you're working on a project at home, unplug your phone, get an answering machine, transfer your calls to a friend if you have call forwarding, or have your children take messages.

NOT BEING ABLE TO SAY "NO" . . . Your children want some homemade cookies, the PTA president wants you to coordinate the carnival, your husband wants you to play golf with him. When saying "No," you have to consider your priorities. For example, if your daughter's room mother calls and asks you to attend a field trip with her class and you have been looking for ways to get more involved in her school, the best response probably will be "yes." If, on the other hand, your priority is to spend more one-on-one time with your daughter and by attending the field trip you are going to have to work Saturday to make up for the lost time (thus spending less time with your daughter), the best response is probably "No."

LACK OF PLANNING . . . Lists are essential in organization. They are also a helpful factor in time management. Planning doesn't take time, it makes time.

DISORGANIZATION . . . Disorganization costs you dearly and can rob you of a lot of time (lost the warranty for the car).

CRISES . . . Crises do occur. Plan for them; they will be easier to handle and you won't waste as much time looking for a solution. (For example, what would you do if your baby sitter called this morning and said she was sick?)

HURRYING . . . Most of us think if we move a little faster we can save time. What usually happens is we make mistakes that instead cost us time. For example, you are trying to get to the store before it closes. In your rush to get out of the car, you lock your keys inside. As a result, you have to call your husband to bring you another set of keys.

HABITUALLY UNDERESTIMATING TIME . . . You occasionally underestimate the time it takes you to get somewhere or complete a task. For example, it takes you exactly 15 minutes to get to your next appointment. Instead of leaving 20 minutes or even a half hour early, you leave 15 minutes before your appointment. On the way, you discover that the road is under construction and you have to take an alternate route. By the time you get to your appointment, you have missed it and you have to reschedule.

Source: Thomas, M. (1990). *Balancing career and family: Overcoming the superwoman syndrome*. Shawnee Mission, KS: National Press Publications, pp. 56-58. TELE: 1-800-258-7246

SUPPLEMENT 26

Time Management

Time-Wasters Checklist

DIRECTIONS: If the time waster listed in the chart that follows is a problem for you, mark (X) in the YES column. If not, mark (X) in the NO column. Complete sections B and C.

A. Time Waster

		Is This a Problem for You?	
		Yes	No
1.	Watching too much television.		
2.	Spending time locating things because possessions, mail, papers, and so on, are unorganized and cluttered.		
3.	Visiting too long on the telephone.		
4.	Waiting in line, in a doctor's office, and so on, with nothing to do.		
5.	Being indecisive. Spending time wavering between two or more decisions instead of making the decision and going ahead with it.		
6.	Procrastinating. Putting things off.		
7.	Doing unnecessary tasks such as drying dishes when they could drip dry.		
8.	Working too slowly. Dawdling.		
9.	Making several trips for things instead of grouping errands for one trip.		
10.	Doing one task at a time instead of dovetailing.		
11.	Being easily distracted and interrupted from completing a task.		

B. Which time wasters are the biggest problems for you?

C. Set a goal to improve your use of time.

Source: North Dakota State University. (1991). *Decisions for independent living* (Vol. II) (p. 925). Fargo: Author, Department of Home Economics Education.

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This certifies that

has successfully completed

JUGGLING LESSONS

A course of study for
men and women who go to school,
work, and care for their families.

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SUPPLEMENT 28

Ways Stress Can Affect Your Life and Work

EMOTIONS

Stress affects feelings. One can become irritable and depressed. This can affect the way you relate to family and friends. Stress can lead to depression.

ACCIDENTS

People under stress are more likely to have accidents caused by mistakes in judgment.

HEALTH

Stress that builds up over time can contribute to increased risks of diseases such as high blood pressure, heart attack, and stroke. Stress can contribute to health problems.

PRODUCTIVITY

Stress affects how well you do your job. Stress can rob you of energy, make you feel tired and unconcerned about your job or life. Too much stress makes you less effective on the job, more likely to get sick and to miss work.

SUPPLEMENT 29

10 Ways To Control Stress

1. Set realistic goals and priorities and identify those things you must do FIRST.

2. Organize your time wisely.

3. Learn to say "No" when asked to do something stressful

4. Recognize that some stress is unavoidable. Make a list of stressful situations in your life.

5. Divide the list into things you can't avoid or control and things you can hope to influence.

6. Manage anger and frustration.

7. Find sources of support (network, community, and so on).

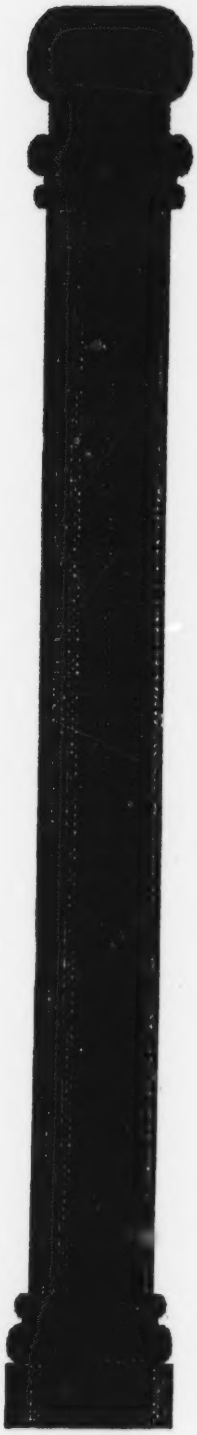
8. Learn more about parenting.

9. Do allow yourself time out to relax, visualize, stretch, and enjoy personal interests.

10. Exercise regularly, eat right, get enough rest, and don't abuse alcohol or drugs.

SUPPLEMENT 30

Coping with Stress



1. Manage Anger and Frustration

- Recognize feelings
- Find causes (time of day)
- Find outlet (read book)
- Communicate feelings (count to 10)
- Get help (talk to someone)
- Be patient (keep sense of humor)

2. Find Support Sources

- Family and friends (ask for help)
- Community (after school programs)

3. Develop Parenting Skills

- Understand children and their behavior
- Positive discipline (helps children learn)
- Parenting programs

4. Take Care of Yourself

- Exercise (20-30 minutes 3 or 4 times a week)
- Eat right (variety from 5 food groups)
- Take time for yourself (free time away from children)
- Get enough sleep (helps patience)

Rate the Stress Potential of Your Job

Answer the following questions by circling your choice.

1. Do you have more than one employer? (Yes=2, No=1)
2. Are your job responsibilities clearly defined? (Yes=1, No=2)
3. Does your company's "corporate culture" pressure you to work overtime, come in on weekends, etc.? (Yes=2, No=1)
4. Do you lack the authority to do your job effectively? (Yes=2, No=1)
5. Does your company have a system for rewarding its employees beyond a paycheck? (Yes=1, No=2)
6. Do you worry about job security? (Yes=2, No=1)
7. Do you feel you get appropriate recognition for the job you do? (Yes=1, No=2)
8. Are you bored by your job? (Yes=2, No=1)
9. Do you get along well with your coworkers? (Yes=1, No=2)
10. Do you see opportunities for personal growth and advancement in your current job? (Yes=1, No=2)

SCORE:

10-13	You have a low stress job. Congratulations!
14-16	Your job has moderate stress. See what you can do to reduce stress on questions you scored a 2.
17-20	You have a high stress job. You need to make changes in those areas you scored a 2, or consider changing jobs.

Adapted and reprinted with permission from National Businesswoman's Leadership Association. (1991). *Stress reduction: Solutions for women.* Shawnee Mission, KS: National Press Publications. TELE: 1-800-258-7246

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Managing Home and Work Responsibilities – Notes

Managing Home and Work Responsibilities – Notes

WORLD-CLASS EDUCATION FOR THE 21ST CENTURY: THE CHALLENGE AND THE VISION

VISION STATEMENT

As we approach the 21st century, there is broad-based agreement that the education we provide for our children will determine America's future role in the community of nations, the character of our society, and the quality of our individual lives. Thus, education has become the most important responsibility of our nation and our state, with an imperative for bold new directions and renewed commitments.

To meet the global challenges this responsibility presents, the State of Illinois will provide the leadership necessary to guarantee access to a system of high-quality public education. This system will develop in all students the knowledge, understanding, skills and attitudes that will enable all residents to lead productive and fulfilling lives in a complex and changing society. All students will be provided appropriate and adequate opportunities to learn to:

- communicate with words, numbers, visual images, symbols and sounds;
- think analytically and creatively, and be able to solve problems to meet personal, social and academic needs;
- develop physical and emotional well-being;
- contribute as citizens in local, state, national and global communities;
- work independently and cooperatively in groups;
- understand and appreciate the diversity of our world and the interdependence of its peoples;
- contribute to the economic well-being of society; and
- continue to learn throughout their lives.

MISSION STATEMENT

The State Board of Education believes that the current educational system is not meeting the needs of the people of Illinois. Substantial change is needed to fulfill this responsibility. The State Board of Education will provide the leadership necessary to begin this process of change by committing to the following goals.

ILLINOIS GOALS

1. Each Illinois public school student will exhibit mastery of the learner outcomes defined in the State Goals for Learning, demonstrate the ability to solve problems and perform tasks requiring higher-order thinking skills, and be prepared to succeed in our diverse society and the global work force.

2. All people of Illinois will be literate, lifelong learners who are knowledgeable about the rights and responsibilities of citizenship and able to contribute to the social and economic well-being of our diverse, global society.

3. All Illinois public school students will be served by an education delivery system which focuses on student outcomes; promotes maximum flexibility for shared decision making at the local level; and has an accountability process which includes rewards, interventions and assistance for schools.

4. All Illinois public school students will have access to schools and classrooms with highly qualified and effective professionals who ensure that students achieve high levels of learning.

5. All Illinois public school students will attend schools which effectively use technology as a resource to support student learning and improve operational efficiency.

6. All Illinois public school students will attend schools which actively develop the support, involvement and commitment of their community by the establishment of partnerships and/or linkages to ensure the success of all students.

7. Every Illinois public school student will attend a school that is supported by an adequate, equitable, stable and predictable system of finance.

8. Each child in Illinois will receive the support services necessary to enter the public school system ready to learn and progress successfully through school. The public school system will serve as a leader in collaborative efforts among private and public agencies so that comprehensive and coordinated health, human and social services reach children and their families.

Developed by citizens of Illinois through a process supported by the Governor, the Illinois State Board of Education and the Illinois Business Roundtable. Adopted as a centerpiece for school improvement efforts.

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